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ABSTRACT

A sequential progression of physical education goals and activities for children from kindergarten through the sixth grade is presented. The physical characteristics of children in each grade are described, and competencies and achievement standards are outlined. A chart outlining a physical education program grade by grade and season by season suggests seasonal games, organized games, team sports, and gymnastics. A section on adpated physical education for children with some form of disability is included. (JD)

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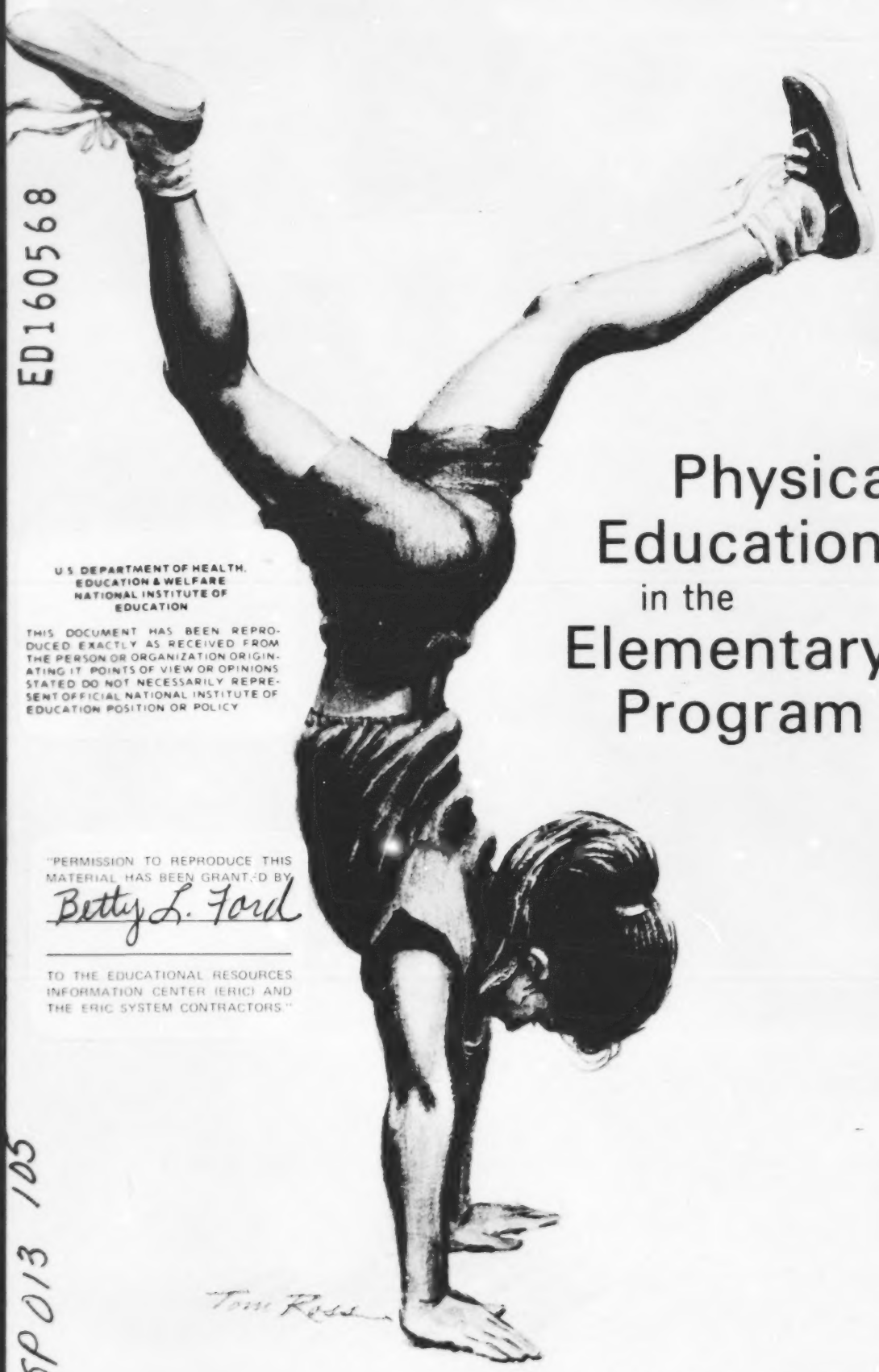

Physical Education in the Elementary Program

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Physical Education in the Elementary Program

An Interim Guide

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INTRODUCTION

The school has a responsibility for providing instruction in physical activities so that each child may gain the skills, information, and appreciation which will enable him to meet his growth needs for activity, to profit from the social and emotional processes involved, and to develop personal resources for wholesome recreation.[1]

Our industrialized and urban society has brought severe demands upon the population of our country with the result that there is little expenditure of energy and a resultant loss of the physical activity necessary to enable a person to grow properly and keep healthy. Physical education is a way of education through physical activities which will enable a person to experience a well-rounded development by:

1. Developing and maintaining maximum physical fitness
2. Increasing proficiency in physical skills
3. Helping the individual act in socially acceptable ways
4. Creating a fund of recreational interests, knowledges, appreciations and skills.

It is a fallacy to assume that physical education values must wait until the secondary school to emerge. The basic skills, attitudes, appreciations and knowledges must be taught on the elementary level if children are to derive any appreciable benefit from subsequent programs.

Interesting highlights from a comprehensive nationwide study made by Elsa Schneider, Specialist in Health, Physical Education, Recreation and Safety in the U. S. Office of Education during the 1955-56 school year to determine the policies, practices and procedures being used for physical education in elementary schools reveal the following:

Day-by-day instruction in physical education is provided for children by:

1. Classroom teachers who do not have the help of specialized personnel in physical education in 26% of grades 1-3 and 16% of grades 4-6.
2. Classroom teachers who have the help of specialized personnel in physical education in 62% of grades 1-3 and 54% of grades 4-6.
3. Special teachers in physical education in 12% of grades 1-3 and 30% of grades 4-6.

In-service education in physical education is provided in 52 percent of the 77 school systems reporting that physical education is taught in grades 1-6 by classroom teachers with no help from a consultant or specialist in physical education, and in 87 percent of the 170 school systems reporting that physical education is taught in grades 1-6 by classroom teachers with the help of a consultant or specialist from the central staff. In many school systems, children in grades 1-6 are offered a great variety of physical education activities. The scope of a program is greater when in-service education is provided for classroom teachers responsible for teaching physical education.

It is important to recognize that the elementary classroom teacher who is not a specialist in physical education will actually present a large proportion of the physical education program to the pupils. The implications are clear. In certain school systems professional physical education instructors may not be available in all the elementary schools; they may not even have one elementary physical education consultant; nevertheless they do have an obligation to teach physical education in their elementary schools.

This guide includes portions of Chapter V, Bulletin 311, Physical Education for Modern Secondary Schools, 1956 Edition, published by the Pennsylvania Department of Public Instruction. Certain sections of Chapter V form a basis for vital areas in this guide.

John E. Kaarbeh

[1] McNeely, Simon A. and Elsa Schneider. "Physical Education in the School Child's Day." (Bulletin 1950, No. 14) U. S. Dept. of Health, Education & Welfare, Wash. 25, D. C.

CHAPTER I

BASIC ASSUMPTIONS

THE PURPOSE

Physical education programs have many unique contributions to make to the individual child. One result of a well-planned program is the concept of physical fitness, which refers to those physical qualities needed for an individual to function efficiently and happily in his environment. Physical education, with its objectives of physical fitness, neuromuscular development, the acquisition of socially desirable traits as well as knowledges, judgments and appreciations that come as a result of physical performance, contributes greatly to the *total fitness* of an individual.

THE ADMINISTRATOR

Current education programs demand that physical education be made available to all children so as to help them grow physically, intellectually, socially, and emotionally as individuals and as members of society. This means participation, among other things, in physical activities adapted to the interests, capacities, and needs of children.

A philosophy, either written or spoken, is not enough to assure a degree of success in any phase of the school program. The program of physical education, not unlike other academic areas, must first be nurtured through the understanding and leadership of the administrative head of a school. Such factors as time allotment, scheduling, size of classes, teacher load, health examinations, safety, excuses, equipment, allocation of space and public relations are the responsibility of the administrator. He must also implement the policies, rules, and regulations as developed and prescribed by the State Board of Education.

THE TEACHER OF ELEMENTARY PHYSICAL EDUCATION

The responsibility for teaching physical education in the elementary school can be handled in one of the following ways:

1. By the physical education specialist
2. By the classroom teacher
   a. Without the aid of a specialist
   b. With the assistance of a specialist

There is no one pattern to follow in determining who should teach elementary physical education. The nature of the program will determine how the class can be best organized for instruction.

Since conditions vary widely in individual schools, the determination as to who shall teach physical education must be made on a local level. The assignment can be made to classroom teachers, specialists in physical education, or to the classroom teacher with the assistance of a specialist. Trends indicate that self-contained classrooms in the primary grades are completely under the control and supervision of the classroom or homeroom teacher. Also, trends suggest that in the upper elementary grades the classroom teacher or a specialist in physical education may do the instruction.

If the assignment becomes a responsibility of the classroom teacher, the guidance of a specialist or consultant is most desirable and such assistance should be provided if at all possible. The assistance of a specialist in physical education is also most helpful for teachers in the primary grades despite the national trend for a self-contained classroom.

When classroom teachers and specialists plan together and share the responsibility for teaching, good programs for children will result.

An in-service program in physical education for the classroom teacher is recommended for those teachers who have not had adequate prior training and experience.

THE SUPERVISOR OF ELEMENTARY PHYSICAL EDUCATION

It is the responsibility of the supervisor to assist the classroom teacher in becoming more competent in teaching physical education. In the event that specialists are available to teach physical education, the guidance and leadership of the supervisor is equally important. A much better job can be expected of the teacher or specialist if a clear concept of the complete program of physical education in the school system is present. Therefore, the supervision must provide purposeful information about the important factors that

comprise a good physical education program. A supervisor must constantly be working toward building and maintaining a favorable work climate in which the teachers and principals look upon the supervisor as a consultant and a resource person available to help them in their problems.

Supervisors of physical education should

1. identify themselves with the total school program;
2. have a working program and a definite philosophy of education;
3. win support of the program with the members of the school community;
4. provide the leadership, inspiration and freedom necessary to encourage outstanding programs;
5. analyze new materials, techniques and trends in the area of physical education;
6. organize in-service programs to insure the growth of programs from year to year;
7. be recognized in physical education as a person with professional interests.

SCHEDULING

A daily planned program of physical education in the elementary schools is mandated in Pennsylvania. The Pennsylvania Department of Public Instruction recommends a 30-minute instruction period or approximately 8% of the school day for boys and girls in grades K-6 as a *minimum* program.

This minimum time allotment recommendation is not meant to imply an extended school day. Rather, it is urged that time normally provided in every school day be used to greater advantage for directed physical education activities. Specifically, the term "recess" with its questionable connotations could be changed to "physical education" and time thus allocated be used advantageously for worthwhile and directed physical education activities.

Most schools will need to stagger their scheduling, because they lack adequate facilities for accommodating all pupils at the same time.

PROGRAM ADJUSTMENTS

While such facilities as gymnasiums, all-purpose rooms, and adequate outdoor space are extremely desirable, it must be remembered that all schools do not presently have these areas available. When such situations occur it does not mean that physical education programs should be curtailed or eliminated; it does mean that a modification of programs designed to take full advantage of whatever facility is available should be devised. This can be accomplished by the classroom teacher or the physical education specialist who is ingenious and has a strong desire to provide a program for the children. Much can be done within the confines of the classroom or in other limited areas to promote certain facets of physical education and physical fitness, which will not cause any undue disturbance to adjoining classrooms or to the room where the activity is taking place.

RECESS

The value of the traditional recess period has long been questioned. The acceptance of the fact that the typical unorganized recess of two fifteen-minute periods in a day is the correct amount of time to provide the needs of children in physical education is indefensible. Too often, this period is used as a method of "letting off steam." If recess periods are retained they should be so organized that the activities provide pleasure and participation for all students, under responsible supervision. The present accepted types of recess periods that are prevalent in many areas have no place in this generation.

USE OF THIS GUIDE

Each teacher should be aware of the sequential progression of goals and activities from kindergarten on in order to make effective use of this guide. The suggested activities listed are meant to be used as a guide and not as a complete program. They are intended to stimulate interest in seeking additional activities to be presented. They also permit flexibility in the interpretation and use of the material, so that the individual teacher of physical education can arrange a program best suited to the unique needs and characteristics of a specific school or class group.

CHAPTER II

CHARACTERISTICS, COMPETENCIES, ACHIEVEMENT STANDARDS

COMPETENCIES

If a sequential progression of suggested activities in physical education is followed, certain competencies should be readily apparent as the child prepares for the transition from elementary to junior high school. The general competencies resulting from participation in a sound well-planned program of physical education are listed below.

Physical Fitness

1. Strength in the big muscles of the legs, arms, shoulders, and trunk
2. Endurance in sustained running, jumping, leaping, lifting, pulling, and pushing
3. Quick fatigue recovery
4. Agility and flexibility in a wide range of body movement
5. Maintenance of individual's normal weight
6. Freedom from remediable physical defects

A Sound Basis of Fundamental Physical Skills

1. Preparation for the highly organized activities of the adolescent and adult
2. Frequent voluntary participation in physical activities
3. Ability to make intelligent choices of physical activities within personal abilities and limitations
4. Self-confidence in using the body in many different ways
5. Safety in physical activity through quick reflexes and accurate responses
6. "Physical" courage
7. The habit of standing, sitting, and moving with good body mechanics
8. Facility in analyzing progress in skill learning
9. Ability to lead others in physical activity
10. Ability to play in a wide variety of big muscle play activities for recreation
11. Satisfaction and pleasure in the release of physical and emotional energy through play
12. Enjoyment and profit from the social experiences of skillful group play

Functioning Standards of Democratic Living

1. Self-responsibility
2. Effective group participation
3. Leadership
4. Good sportsmanship

CHARACTERISTICS, PROGRAM NEEDS, IMPLICATIONS

In order that the program in elementary physical education be made more meaningful, all the known information concerning child growth and development should be applied to the selection of activities. The characteristics and needs of children as well as the implications for physical education are important considerations. The following charts by Duncan provide assistance in understanding program needs as related to characteristics of the child.[1]

[1] Ray O. Duncan, "The Growth and Developmental Approach," *Journal of Health, Physical Education, and Recreation*, 22:364 (March, 1951).

Grades K-1-2-3, Age 5-8

CHARACTERISTICS	NEEDS	MEANING FOR PHYSICAL EDUCATION PROGRAMS
1. Full of energy but easily fatigued. Heart growing rapidly. Growth steady and slow. Eager to learn, but restless—attention span short.	1. Physical activity. Frequent rest periods. Adequate rest. 10-12 hours sleep.	1. Daily physical education. Relaxation activities.
2. Likes to play together.	2. Large space for play. Feeling of belonging to peer group.	2. Boys and girls together in physical education.
3. Not particularly interested in team games.	3. Active running and climbing activities.	3. Group games of low organization involving running and chasing which require little instruction and involve use of big muscles.
4. Large muscles better developed than small ones. Likes to use hands. Learns best through active participation. Enjoy songs and rhythms.	4. Motor activities instead of abstract learning.	4. Stunts and self-testing activities. Mimetics, story plays. Rhythms consisting of fundamental movement of skipping, running, walking, hopping, and singing games and folk dances.
5. Anxious to do things well. Sensitive to feelings of peers and adults.	5. Approval of teachers, assurance. Avoidance of humiliation. Affection from adults, praise, encouragement, love.	5. Show an interest in each pupil's progress. Give encouragement and praise for accomplishment. Select activities which permit all children to participate and achieve some measure of success and satisfaction.
6. Poor posture may develop.	6. To learn health precautions, and health habits and safety.	6. Posture exercises.
7. An age period of fun-fantasy-fear.	7. Activities requiring some responsibility—no pressure.	7. Stress participation and fun—not winning. Assign pupils some responsibility for equipment, etc. Rotate so each pupil has an opportunity to be responsible.

GRADES 4-5-6, Age 9-11

1. Extremely active, easily fatigued, slow, steady growth continues. Capable of prolonged interest.	1. Physical activity. Active rough-and-tumble play (safe and supervised). Adequate rest, 10-11 hours sleep. Training in physical skills.	1. Daily physical education.
2. Girls "tomboyish." Boys and girls changing interests—separate for play.	2. Creativity in rhythms (girls).	2. Separate boys and girls where desirable (5th or 6th grade). Some co-recreation activities.
3. Interest in active, competitive games.	3. Team games—no pressure.	3. Group games of higher organization relays. Team games. Folk dancing. Square dancing. Mimetics (of game and sports activities).

CHARACTERISTICS	NEEDS	MEANING FOR PHYSICAL EDUCATION PROGRAMS
4. Alignment with peer groups—seek group approval. Team loyalty develops.	4. Friends and membership in a group. To develop sportsmanship.	4. Stress good sportsmanship.
5. Development of self-reliance and independence.	5. For opportunity and stimulation to improve and display motor abilities.	5. Increase responsibility (student leaders, team captains, squad leaders). Adapt program to individual needs. Stress development and individual skills.
6. Receive satisfaction from ability to achieve.	6. Recognition of individual shortcomings and adjustment to them.	6. Deal with each pupil as an important person and show affection, sympathetic understanding of shortcomings and praise for accomplishments.
7. Careless of personal appearance.	7. Correction of posture defects.	7. Continue posture exercises; stress development of posture, poise, and personality.

ACHIEVEMENT STANDARDS

Recommended standards for primary and intermediate grades have been developed especially as a guide for the classroom teachers who conduct the physical education programs. Individual pupil differences make it impossible to set minimum standards which every child should reach. However, children without serious physical or mental handicaps may be expected to reach the achievement standards listed. In selecting activities teachers should check with the achievement standards to be sure that a progressive sequence of learning is evident. It is desirable also to include a variety of different types of activities in the program each year.

Minimum Achievement Standards for Grades K-1-2-3

Tag-type Games

1. Running fast, stopping suddenly and changing direction without falling or being caught by a pursuer.
2. Planning a path of running and increasing the speed of running so that another may be tagged.
3. Tagging with a touch, not a push.
4. Starting to run in a direction other than the one being faced without falling down.
5. Dodging sideways to avoid being caught.
6. Skipping (using alternating feet), hop, jump, leap.
7. Recalling and playing properly five or more tag-type games learned in each year.

Ball Games and Activities

1. Throwing a ball straight into the air with both hands, and at the same time calling a person's name and then moving out of the way.
2. Throwing a beanbag, any kind of throw, at least 35 feet.
3. Throwing and catching a beanbag with another person standing 15 feet away.
4. Bouncing a rubber ball, to another child, and to self, in a play pattern.
5. Bouncing a rubber ball (5 to 8½-inch diameter) in time to 3/4 music. Catch ball at set intervals, or at the end of each phrase of the music.
6. Throwing an 8½"-diameter ball accurately, using a two-hand underhand throw, to a partner 10 feet away.
7. Throwing an 8½"-diameter ball accurately, using a two-hand overhead throw, to a partner 10 feet away.
8. Throwing an 8½"-diameter ball accurately, using a two-hand chest throw, to a partner 10 feet away.
9. Catching an 8½"-diameter ball with the hands, when thrown from a distance of 15 feet.
10. Rolling an 8½"-diameter ball to hit an Indian club 10 feet away.
11. Batting a softball thrown slowly underhand.
12. Kicking a soccer ball to hit a target 10 or 12 feet away.
13. Using the legs or body to stop a soccer ball coming from a distance of 15 feet.
14. Organizing and playing five or more simple ball games.

Sidewalk Games

1. Jumping rope lightly to five counts or more in a long rope turned by two people.
2. Running in the "front door" in a long rope, jumping lightly and running out the "back door."
3. Jumping rope lightly to ten counts or more in an individual rope turned by oneself.
4. Playing simple hopscotch by hopping only (square or snail hopscotch), and hopscotch in which players hop into diagram to pick up the puck or stone.

Stunts, Tumbling, Apparatus

1. Climbing a ladder, rope, or jungle gym at least twice one's own height.
2. Walking successfully along a low ledge or balance beam.
3. Jumping from a height and landing with bent knees.
4. Hanging from, pulling up, and rolling over low horizontal bars.
5. Jumping over a rope or bar two feet high.
6. Running 40 yards in eight seconds.
7. Making a running broad jump to a distance of four feet.
8. Performing simple stunts which require agility and flexibility.
9. Learning ten or more new self-testing activities each year.

Swimming Activities

1. Walking across the width of the shallow end of the pool without losing footing.
2. Inhaling, then putting head in water, and exhaling slowly blowing bubbles.
3. Holding to trough and kicking legs when head is submerged.
4. Sitting on bottom of pool in shallow water.
5. Jellyfish float.
6. Face-floating three seconds and resuming standing position.
7. Passing the ARC beginners' swimming test.

Rhythmic Activities

1. Performing the following skills lightly, in rhythm with the music, alone or with a partner: Walks of many kinds, march, runs, slow and fast, hop, jump, folk dance curtsy, skip, gallop, slide, swinging movements, and hand-clapping.
2. Changing direction or reversing at the end of each phrase of music.
3. Changing from skipping forward to skipping in place.
4. Showing lightness and heaviness of music by body movements.
5. Discriminating between slow medium, and fast rhythms by clapping or other body movements.
6. Discriminating between even and uneven rhythm by clapping or other body movement.
7. Recognizing 3/4 and 4/4 time.
8. Recognizing introduction music on record player, or in piano accompaniment, and starting to dance with the first beat of the main part.
9. Moving the whole body naturally, easily, freely, in dancing.
10. Creating short but satisfying, patterns of body movement to fit measures or phrases of 3/4 or 4/4 rhythmic accompaniment.
11. Creating movements for imaginative play in imitations of animals, people, and things, or in dramatization of nursery rhymes, poems, songs, and stories.
12. Performing five to ten or more new singing games and folk dances each year.

Social Living

1. Following directions (of teacher or leader) and responding to signals for attention or for activity.
2. Getting into formation for activity quickly and without confusion by:
   Forming a straight line, either single file, or with a partner.
   Forming a single circle holding hands, or evenly spaced without joining hands.
   Forming an evenly spaced double circle of partners facing in the line of direction.
   Forming a given number of short lines or columns with, or without, child leaders.
3. Keeping dance or game formations properly spaced when the activity is in progress.
4. Organizing and playing familiar games when the teacher is not present.
5. Leading other children by giving directions clearly and leading the play which follows.
6. Following the directions of a child leader in a familiar activity.
7. Being willing to take turns, and to compromise when decisions conflict.
8. Playing without quarreling or fighting.
9. Playing fair and admitting when caught.
10. Sharing without sulking or being over-insistent for privilege.
11. Choosing a good leader, according to the standards set by the teacher and the group.
12. Choosing some play activities cooperatively with other members of the group.

13. Cheerfully accepting a fair share of the responsibility for the care of the equipment and for work to be done.
14. Caring for school property and equipment.

Health and Safety

1. Learning not to cool off too quickly after becoming very warm.
2. Washing hands after play which soils them.
3. Putting on proper clothing for outdoor play on cold days and removing this extra clothing on return to the schoolroom.
4. Refraining from vigorous physical play when one has a cold, or immediately following return to school after serious illness.
5. Recognizing safety hazards in play space and equipment and adjusting play to assure safety.
6. Refraining from shoving others, especially when running or climbing.
7. Refraining from frightening or annoying a player who is doing a difficult or dangerous activity.
8. Proceeding with caution and courage when performing a hazardous activity.

Minimum Achievement Standards for Grades 4-5-6

Games, Sports, and Stunts

1. Continue progress in all skills begun in the primary grades.
2. Maintain good posture in physical activities; sitting, standing, moving.
3. Execute calisthenic, mimetic, and marching exercises for balance, strength, agility, flexibility and coordination with precision, and in unison with the group.
4. Reach the following achievement levels in self-testing activities. (See Chart below)
5. Know how to read a game schedule.
6. Care for equipment properly.
7. Be able to inflate balls.
8. Know the names of different kinds of balls, and recognize them on sight.

ACTIVITY	BOYS	GIRLS
Push-up	7	5
Pull-up (with backs of hands toward face)	3	2
Squat jumps forward	30	30
Vertical jump reach	9″	8″
Sit-up	15	12
Fifty-yard dash	8⅔ secs.	8⅚ secs.
Potato race	27⅔ secs.	30 secs.
Twenty-five yard hop on one foot	10 secs.	10⅘ secs.
Standing broad jump	5′3″	4′8″
Three jumps	13′	11′
Hop, step, jump	15′	13′
Walk balance beam sideways	10′	10′
Ball bouncing (bounce rubber ball 8¼″ diameter in a 2′ circle on the floor, 30 seconds)	50 bounces	50 bounces
Basketball throw for distance	25′	25′
Softball throw for distance	80′	50′
Softball target throw, 30′ to rectangle 17″ wide by 36″ high and set 15″ to 18″ above the floor overhand or underhand—5 trials	3	2
Softball catching from distance of 30′—10 trials	8	6
Soccer kick for distance	36	36′
Soccer trapping with either foot Stop a softball or soccer ball rolled from distance of 25′—5 trials	4	4
Soccer goal kick, 40′—5 trials	2	2
Wall-bouncing with rubber or volley ball. Stand at arm's length from wall and bounce ball as often as possible without interruption for 30 seconds	38 bounces	38 bounces

9. Perform skilfully ten or more stunts of balance, agility, and flexibility, in addition to achievements of the primary grades.
   Know the rules and perform skilfully in five or more lead-up games to basketball.
10. Improve control in catching and throwing basketballs accurately and rapidly by:
    Throwing accurately using four different types of basketball pass.
    Catching while running and stopping within two steps.
    Progressing with the ball by a series of bounces (dribble).
    Shooting for goal (or Goal-Hi) using two-hand shots, or one-hand shots.
    Running immediately after passing the ball.
    Pivoting with ball and passing or dribbling.
11. Know the rules and perform skilfully in five or more lead-up games to soccer.
12. Improve control of soccer ball with the feet by:
    Kicking with instep so that ball rises over heads of opponents.
    Kicking with toe so that ball travels along the ground.
    Kicking to right or left using the inside or outside of either foot.
    Dribbling.
    Passing accurately to assigned spots.
    Trapping or blocking using only feet, legs, or trunk.
    Punting.
13. Know the rules and perform skilfully in five or more lead-up games to baseball.
14. Improve control in catching, throwing, and batting softballs accurately and rapidly by:
    Throwing overhand for distance.
    Throwing overhand for speed and accuracy on short distances.
    Pitching softball underhand for accuracy.
    Batting underhand softball pitch.
    Catching softballs from other players and from bat.
    Catching balls in the air.
    Fielding grounders.
15. Know the rules and perform skilfully in three or more lead-up games to volleyball.
16. Improve volleyball finger and hand control in striking for accuracy and distance by:
    Overhead volleys with two hands for set-up and for pass.
    Underhand volleys with two hands for set-up and for pass.
    Serving underhand.
    Receiving serves and volleys with change of speed and direction.
17. Swim safely in deep water. (For schools with pools)

Rhythms and Dance

1. Perform three or more of the following step patterns accurately to a rhythmic accompaniment:
   polka
   heel-and-toe polka
   two-step
   waltz
   schottische
   fox trot
   step-hop
   balance step
   buzz step
   bleking step
   minuet
   tap doubles or triples
2. Recognize the music for the different step patterns learned.
3. Change from slow steps to rapid steps, and vice versa, in a variety of folk dances, or in free rhythms.
4. Vary rhythmic step patterns to music while using different figure formations.
5. Dance more difficult dances and more complex figures and/or at more rapid tempo.
6. Pick out melodies and phrases in folk dance music and recognize AB and ABA music patterns.
7. Dance with a member of the opposite sex as a partner in a circle or in round and figure dances.
8. Perform five or more new dances each year.

Social Living

1. Take positions for class formations quickly and without confusion.
   Count off in two's and in four's.
   Form sets and squares for dancing.
   Open order for calisthenics and mimetics.
   Take positions on courts for games.
2. Be a good, cooperative, team member.
3. Play a specific position in a team game, without encroaching on neighbors.
4. Work with team members and team captains to organize games and to play efficiently with little teacher aid.
5. Elect good leaders because the qualities of good leaders are known.

6. Respond quickly and without confusion to directions given by teacher, pupil leaders, or members of the group.
7. Recognize difficulty in skill form or play patterns; interpret the cause, and suggest better procedures.
8. Consider the rights of others and adapt behavior accordingly.
9. Help others effectively and without undue bossiness.
10. Join in group activity without embarrassment or sullenness.
11. Accept group decision in settling disputes.
12. Accept the decisions of properly selected officials.
13. Accept defeat without losing temper; and win without becoming overbearing.
14. Take criticism without resentment.
15. Be tolerant, especially with substitute players.
16. Refrain from booing or jeering at others and from laughing at their mistakes.
17. Take part wholeheartedly in play to win but do not take unfair advantage of opponents.
18. Act as officials and referees of games.
19. Win and lose gracefully.

Health and Safety

1. Avoid accidents by planning the following safety controls for the play area and the activity:

   Use mats for stunts that require mats for safety.

   Space activity so individuals and groups have room for safe play.

   Remove shoes, eyeglasses, pencils, jewelry, and other personal effects before engaging in activities where these articles are safety hazards.

   Provide "spotter" or partner assistance properly in activities where it is needed for safety.
2. Develop personal skills to avoid accidents in the safety situations which may be encountered during play.
3. Face hazardous situations and meet emergencies with confidence and courage.
4. Participate in a wide variety of big-muscle activities with such skill that a desire for their regular repetition will be established.
5. Keep an even temper during the emotional strain of physical competition.
6. Refrain from foolhardy exhibitions.

CHAPTER III

THE PHYSICAL EDUCATION PROGRAM

If a program is to be effective and realize its objectives, there must be satisfactory planning. Planning will give direction to the program and insure that it will be purposeful and meaningful. Unplanned programs lead to a "what shall we do today" kind of experience. In general, sound planning for the program of physical education will prove helpful in maintaining pupil interest, avoiding needless repetition, and insuring that physical education is well coordinated with other facets of the school curriculum. The teacher, specialist, and the supervisor should keep in mind that all good programs are based on yearly, seasonal, monthly, and daily planning.

Suggested Program Emphasis and Yearly Percentages

Activity	**Grades and Yearly Percentages**						
	K	*1*	*2*	*3*	*4*	*5*	*6*
Games of Low Organization Running and tag games Relays Ball games Circle games Line games	40	40	35	35	20	15	10
Team Games Sports skills Lead-up games Team contests			10	15	25	35	40
Rhythmic Activities Fundamental movements Creative and interpretive rhythms Singing games and folk dances	35	35	30	25	20	15	15
Self Testing Activities Stunts Tumbling Apparatus	15	15	15	15	15	15	15
Posture and Body Mechanics Movement exploration Development exercises	10	10	10	10	10	10	10
Testing					10	10	10

SUGGESTED WEEKLY SCHEDULE

Outdoor

Grades	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
K-1-2-3	Low Organization Activities ball games	Rhythmic Activities fundamental movements	Low Organization Activities running and circle games	Self-Testing and Body Mechanics individual stunts simple conditioning	Rhythmic Activities singing games
4-5-6	Lead-Ups—Team Type Games—Individual Skills				

Indoor

K-1-2-3	Low Organization Activities circle and line games	Rhythmic Activities creative rhythms	Self-Testing and Body Mechanics posture exercises developmental	Low Organization Activities small group games	Rhythmic Activities simple folk dances
4-5-6	Low Organization Activities running and tag games relays	Self Testing Activities moderate tumbling simple pyramids couple stunts	Rhythmic Activities folk dances square dances	Team Games basic game skills volleyball basketball	Posture and Body Mechanics body development exercises posture

A Seven-Year Sequence of Elementary Physical Education Activities[1]

All too often physical education in our elementary schools consists of recreational free play—of handing a child a ball and telling him to kick it, pass it, or run with it. Physical education programs for young children generally give too little consideration to physical, social, mental, or emotional characteristics and needs of children at specific age levels. To do its proper job of developing health, strong, well-coordinated youngsters who know how to work and play with their peers, physical education must offer a planned program of varied activities beginning in the kindergarten.

A physical education program should be organized to satisfy individual and group needs at every age and grade level. Generally, children in the K-3 range should participate in 30 minutes of coeducational physical education every day. The emphasis should be on active games stressing running, mimics, rhythms, stunts, and on the introduction of simple ball-handling skills.

In grades 4-6 daily physical education periods should be increased so that a minimum of 30 minutes a day is devoted to physical education. In grades 5 and 6, boys and girls can be separated for physical education although some coeducational activities should be continued. In the intermediate grades activities requiring more rugged physical efforts should be introduced. Folk dancing and square dancing become important.

A seven-year, K-6 sequence is offered, pages 12 to 15, to supplement or strengthen the physical education curriculum in the elementary schools. It is yours to adopt, adapt, accept or reject. It can be used by physical education teachers in elementary schools; it can be used by classroom teachers working under the guidance of an elementary physical education consultant; it can be used in districts where there is no definite policy about elementary physical education.

The seven-year sequence will give elementary physical education teachers or classroom instructors teaching physical education a year-round series of activities, broken down into seasons and, for the most part, into indoor and outdoor activities. Some teachers probably won't want to use every item suggested in the charts. Some districts, for example, do not teach wrestling or football in the elementary school; others do not teach apparatus work below the junior high level. But there is plenty of opportunity for choice and local adaptation. The use which each district makes of these charts will depend to some extent upon whether physical education is taught by classroom teachers or physical education teachers.

[1] Physical Education Newsletter, *Supplement Elementary Physical Education*. New London, Connecticut. Croft Educational Services, 1963.

An Elementary Physical Education Program Grade by Grade, Season by Season[1]

KINDERGARTEN

	RUNNING GAMES	BALL GAMES AND SKILLS	QUIET GAMES	RHYTHMS	MIMICS	OTHERS
FALL	Brownies and Fairies Huntsman Animal Chase Cat and Rat	Teach skills of throwing, catching and bouncing using large balls Toss Ball Color Ball		Ring Around the Rosy Farmer in the Dell Hippity Hop to the Candy Shop Looby Loo Muffin Man	Seasonal – Halloween and Thanksgiving	Instruction in use of playground equipment Self-testing Activities Hiking
WINTER	Drop the Handkerchief Squirrel with a Nut Five Little Bunnies Simple Dodge Ball	Use of same games taught in Fall using large balls	Simon Says Who Left the Room Dog and Bone Musical Chairs Skip Tag	Creative (use records and rhythm instruments) Santa Claus Delivering Toys A-Hunting We Will Go Shoo Fly How Do You Do My Partner Hickory Dickory Dock	Seasonal, story plays, animal imitations	Stunts (individual and animal) Balancing Activities Use of indoor equipment
SPRING	Hound and Rabbit Railroad Train Bird Catcher	Review games taught in Fall and Winter Introduce Small Balls		Marching Fundamental Creative		Hiking Self-testing Activities Instruction in use of playground equipment

FIRST GRADE

	ORGANIZED GAMES	BALL SKILLS	RHYTHMS	MIMICS	GYMNASTICS	OTHERS
FALL	Brownies and Fairies Run Rabbits Run Squirrels and Trees Butterflies and Flowers Caged Tiger	Throwing and catching using large balls	Singing Games: Charlie Over the Water Did You Ever See a Lassie Farmer in the Dell Our Exercises London Bridge	Story plays based on the seasons, animals and the circus		Free Play Teaching of Fair Play Walking Skipping Jumping
WINTER	Two-person Dodge Ball (teaches technique of dodging) Skip Tag Bean Bag Throw for Distance		Fundamental movements: Walking, running, skipping, galloping Creative Movements: Imagination and combination of fundamental movements Association of Fundamental Movements to sliding, hopping, swinging Singing and Folk Games: Hickory Dickory Dock Shoemakers Dance		Creative Movements: Rolling, tipping upside down, movement education Balancing: One Foot, walking across balance beam, line walking Stall Bar Activity: Climbing, turning, hanging Falling: How to fall to escape injury (knees and elbows bent), relaxing while falling	Organized Snow Games Hiking
SPRING	Galloping Lizzy Cat and Mice Skip Tag Midnight Old Mother Witch	Chase the Animal Around the Corral Hit the Club				Free Play Planned Hiking (correlation with science) Running Races Skipping Races Jumping Races Hopping Races

[1] *Reproduced by permission of the Craft Educational Service, New London, Connecticut*

SECOND GRADE

	SEASONAL GAMES	BALL SKILLS	RHYTHMS	GYMNASTICS	RELAYS	OTHERS
FALL	Ring Call Ball Bird Catcher Flowers in the Wind Center Base Giants Cave	Use of Many Sized Balls Individual Races Using Balls Bouncing, Catching, Throwing and Rolling Balls	A-Hunting We Will Go Lazy Mary Pussy Cat Come Skip With Me Go Round and Round the Village	Use of Mats for Rolls Experimental Use of Ropes, Rolled Mats, Stall Bars, Swedish Box, Balance Beam	Four Legged Inch Worm Crab Walk Seal Walk	Introduction and Promotion of Sportsmanship How to Fall and Run into Objects
WINTER	Hit the Club Dodge Ball Crows and Cranes Cat and Rat Double Circle Jump the Shot Look Out for the Bears		Fundamental Movements: Bending, stretching, jumping, turning Creative: Own interpretations to music Group interpretation to music Recognition and Use of Differen: Rhythms Folk Games: Hunting Go Round the Mountain Dance of Greeting			
SPRING	Dodge Ball Hit the Club Pick Up Race Distance Throws Midnight				Running Skipping Hopping	Use of playground equipment Hiking

THIRD GRADE

	ORGANIZED GAMES	RELAYS	RHYTHMS	GYMNASTICS	OUTSIDE ACTIVITIES	OTHERS
FALL	Kick Dodge Ball Boundary Ball Throw It and Run	Ball Passing Ball Kicking Over and Under				Teaching Sportsmanship Hiking
WINTER	Team Dodge Ball Jump the Shot Flying Dutchman	Stunt Skipping Hopping	Fundamentals: Leaping, lifting striking, twisting Folk Games: Jump Jim Crow Go Round the Mountain Simple Patty Cake Polka Swedish Ring Dance Seven Jumps	Start of Formal Instruction Rolls – Forward and Backward Use of Following Equipment with Instruction: Ropes, Swedish Box, Balance Beam, Stall Bars Creative two-person and multiple-person stunts	Sliding Snow Games Science Correlations	
SPRING	Kickball Two Base Kick Bases on Balls Kick the Wicket	Running Ball Passing Ball Kicking Over and Under				Student Leadership in the Organization and Running of Games and Races Sportsmanship Ball Throws for Distance

FOURTH GRADE

	ATHLETICS	GROUP GAMES	RHYTHMS	RELAYS	GYMNASTICS	OTHERS
FALL	Soccer: Line Soccer Soccer Tag Circle Kickball Football: (boys only) Ball Handling Relays	Tag Games: Prisoner's Base		Running Hopping Skipping Place and Replace		Hiking (correlate with science and nature study when possible)
WINTER	Ball Handling Skills: Bouncing, throwing and catching balls using balls of all sizes	Bombardment Buffalo Bill Three Deep Steal the Bacon Bowling Neacomb	Fundamental Movements: Slide, gallop, step-hop, two-step Folk Dancing: Crested Hen Gustafs Skoal Irish Reel Swedish Clap Dance Cleking Virginia Reel Square Dancing: Oh, Susanna Leads and Slides	Animal Stunts Running	Tumbling: Forward Roll Backward Roll Shoulder Roll Stunts: Headstands Handstands (other individual stunts) Apparatus: Stall Bar, ropes, rings, horse, parallel bar and ballance beam activities	Snow Activities Hiking
SPRING	Softball: Throwing Catching Batting Track and Field: Running and Jumping	Dodge Ball Long Base				Hop Scotch, Jump Rope (girls only) Vigorous Running Games (to tax large muscles to limit of healthy fatigue)

In Grades 5 and 6 boys and girls often take physical education separately. In the charts for these grades, activities intended for boys only are marked (B); for girls only (G); for boys and girls together (coed); activities not marked may be taught separately to boys or girls.

FIFTH GRADE

	ATHLETICS	RELAYS	INDOOR GAMES	GYMNASTICS	RHYTHMS	OTHERS
FALL	Football: (B) kicking, passing, running, ball handling, positions, basic stances, centering, introduction to touch football Soccer: dribbling, soccer relays, kicking for distance, passing	Hopping Running Potato Race				Hiking Rope Jumping (G)
WINTER	Basketball: Passing (B), Dribbling Basketball Relays (B) Shooting (B) Wrestling: (B) Holds, Positions, Scoring, Rules (At this level, the emphasis should be on explanation and demonstration)		Steal the Bacon Dodge Ball Games Indoor Line Soccer Punch Ball Gym Scooters	Rolls and Dives Head Stunts Vaulting Chin-ups (B) Stall Bar Activities Balance Beam Activities Rope Climbing Rope Jumping	Folk Games: (Coed) Seven Jumps Five Foot Two Mixture Troika (Russian Dance) Horra (Jewish Dance) Square Dances: (Coed) Duck for Oyster Ladies Chair Virginia Reel Patty Cake Polka	Snow Activities Volleyball Leadups
SPRING	Softball: Catching and Throwing Fielding Grounders Batting Instruction Playing Softball Games in Class Track and Field: Running and Racing Jumping, Throwing	Ball Relays				Planned Hiking

SIXTH GRADE

	ATHLETICS	RELAYS	INDOOR GAMES	GYMNASTICS	RHYTHMS	OTHERS
FALL	Football: (B) Review fundamentals learned in Grade 5 plus Blocking and Blocking Assignments Game Conditions Rules Touch Football Soccer: Dribbling Soccer Relays Goal Kicking Games Actual Games of Soccer	Hopping Running Balancing				Planned Hiking
WINTER	Basketball: Dribbling Passing Keep-away Games Shooting and Shooting Games Wrestling: (B) Practice Holds Practice Positions Drills Brief Scrimmages		Dodge Ball Bowling Games Line Soccer Badminton Table Tennis Kickball Punch Ball Gym Scooters	Tumbling Stunts Vaulting Springboard Jumping Climbing and Hanging on Stall Bar Rope Climb Balancing Exercises	Folk Dances: (Coed) Sicilian Circle Jessi Polka Korobushka (Russian) Ten Pretty Girls Square Dances: (Coed) Round the Outside Texas Star Captain Jinks	Volleyball Neacomb Rope Jumping
SPRING	Softball: Catching and Throwing Batting Practice Fielding Practice Actual Game Activity Track and Field: Running Jumping Throwing					Hiking

SUGGESTED ACTIVITIES FOR THE PHYSICAL EDUCATION PROGRAM IN GRADES K-1-2-3

Games of Low Organization

Tag-Type Games

Back-to-Back
Brownies and Fairies
Caged Tiger
Charley Over the Water
Crossing the Brook
Crows and Cranes
Floor Tag
Flowers and Wind
Flying Dutchman
Fox and Geese
Garden Scamp
Good Morning
Hound and Rabbit
I Say Stoop
Jack Be Nimble
Midnight
Partner Tag
Run, Rabbit, Run
Squat Tag
Squirrels in Trees
Spider and Flies

Simple Relays

Forward Run
Backward Run
Skip and Run
One-leg Hop
Two-leg Hop
Doggie Run
Duck Waddle
Automobile Relay

Classroom Games

Cat and Mice
Changing Seats
Do This, Do That
Dog and Bone
Hide in Sight
Moving Day
Beanbag-passing Relays

Ball Games

Ball Pass
Bases on Balls
Ball-bouncing to 3/4 Music
Bat Ball
Beanbag Boxes
Beanbag Passing
Boundary Ball
Center Ball
Call Ball
Center Base
Chase Ball
Chase and Animal Round
The Corral
Circle Beanbag Toss
Newcomb
Galloping Lizzie
O'Leary
Pavement Ball
Ring Toss
Simple Dodge Ball
Sky-high Ball

Sidewalk Games

Hopscotch
Square Hopscotch
Snail Hopscotch
Ladder Hopscotch
Long-rope Jumping
Short-rope Jumping
Rollerskating

Gymnastic-Type and Self-Testing Activities

Mimetics

Animal Imitations
Bell-ringing
Bicycling
Building a Stone Wall
Climbing Ladders
Ferryboats
Follow the Leader
Seesaw
Skating
Toad Jump

Story Plays

A Day in the Country
Autumn in the Woods
Building a House
Christmas Trees
Circus
Firemen
Halloween
Getting Ready for Winter
Raking Leaves
Moving Day
Preparing for Thanksgiving
Sleeping Princess

Stunts and Tumbling

Duck Walk
Crab Walk
Dog Run
Kangaroo Hop
Rabbit Hop
Tip Up
Log Roll
Forward Roll
Backward Roll
Measuring Worm
Chinese Get Up
Siamese Twins
Wring the Dish Rag
Rocking Chair

Activities Using Apparatus

Climb, Sit, Hang, Turn on Jungle Gym or Horizontal Bars
Climb Ropes, Poles, Ladders
Chin the Bar; Skin the Cat
Walk the Length of the Balance Beam in Many Different Ways
Swing Off a Horizontal Bar

Rhythmic Activities

Free Rhythms and Interpretations
Camel, Elephant, Lion, Pussy Cat
Clowns, Goblins
Clocks, Watches, Jack-in-the-box

Nursery Rhymes
Hickory Dickory Dock
Humpty Dumpty
Jack Be Nimble
Little Miss Muffet
Old King Cole
Queen of Hearts
Ride a Cock Horse
Sing a Song of Sixpence

Singing Games and Folk Dances
A Hunting We Will Go
Carrousel
Dance of Greeting
Farmer in the Dell
How D'Ye Do My Partner
I'm Very Very Tall
Jolly is the Miller
Jump Jim Joe
Lazy Mary
Looby Loo
Muffin Man
Oats, Peas, Beans
Roman Soldiers
Round and Round the Village
Sally Go Round
Swing Song
Thread Follows the Needle
Yankee Doodle

SUGGESTED ACTIVITIES FOR THE PHYSICAL EDUCATION PROGRAM IN GRADES 4-5-6

Games of Low Organization

Tag-Type Games
Bombardment
Bears and Cattle
Catch the Caboose
Club Snatch
Cross Tag
Jump the Shot
Last Couple Out
Maze Tag
Red Light
Two Deep (Three Deep)
Duck on a Rock

Classroom Games
Bird, Beast, Fish
Charades
Come Along
Front Man
Going to Jerusalem
Last Man
Poison Seat
Up Jenkins

Relays
All Up Indian Club
Attention Relay
Carry and Fetch Relay
Farmer and Crows
Jump Stick Relay
Rescue Relay
Stunt Relays

Sidewalk Games

Single-rope Jumping
  Forward and Backward, Slow-fast
Slips and Figure Eights
Cross-overs
Broncos
Step Patterns: Rocker, Pivot
Musical Drills, 4/4 Time
Hopscotch
  Toss Puck and pick it up
  Toss puck and kick it out
Jacks
Yo-yo

Long-rope Jumping
  Rock the Cradle
  Salt, Vinegar, Mustard, Pepper
  Double Dutch
  Teddy Bear
Chickity, Chickity, Chop
Buster Brown Turn Around
Croquet
Shuffleboard
Sidewalk Tennis
Marbles
Rollerskating

Sports and Lead-up Games

Baseball Lead-Up
Ball Drills
Ball Relays
Ante Over
Bat Ball
Hit Pin Baseball
Long Ball
One-o-cat
Pepper
Workup
Softball

Basketball Lead-Up
Ball Drills
Ball Relays:
  Dribble and Bounce
  Goal-shooting
  Catch, Throw, Sit
  Corner Spry
Bombardment
Center Catch Touch Ball
End Ball
End Goal Ball
Circle Stride Ball
Dodge Ball
Free-throw, End Ball
Keep Away
Pin Basketball
Goal-Hi Basketball

Football Lead-Up
Ball Exchanges
Kicking
Flag Football Drills
Kickover
Keep Away
Box Football
Flag Football

Soccer Lead-Up
Ball Drills
Ball Relays with Kicking
Alley Soccer
Circle Soccer
Soccer Keep-away
End Zone Soccer
Three-section Soccer
Soccer Kick Ball
Modified Soccer

Tennis Lead-Up
Deck Tennis
Hand Tennis
Paddle Tennis
Table Tennis

Track and Field
Dashes: 40 Yds. and 50 Yds.
Relays: 40 Yds. and 50 Yds. each
Standing Broad Jump
Softball throw for distance

Volleyball Lead-Up
Keep It Up
High Ball
One-bounce Volleyball
One-line Volleyball
Serve and Return
Volleyball Doubles
Volleyball

Field Hockey Lead-Up
Individual Techniques
Team Tactics and Strategy
Combination Drills

Aquatics

Swimming

Back and Face Floats
Dive
Crawl
Side Stroke
Back Stroke
Breast Stroke
A.R.C. Proficiency Tests

Self-testing Activities

Stunts and Tumbling

Angels
Camel Walk
Cartwheel
Coffee Grinder
Crane Dive
Dive and Roll
Head Stand
Heel Click
Human Ball
Jump-the-stick
Knee Dip
Leap Frog
Merry-go-round
Neck Flip
Seal Walk
Skin the Snake
Turk Seat
Wall Handstand
Pyramids

Apparatus

Climb Ropes (with feet)
Bird's Nest
Balance Beam Stunts
Traveling Rings

Rhythms and Dancing

Schottische and Schottische Lead-Up: Step-hop, Hopping, Sliding

Come Let Us Be Joyful
Bleking
Crested Hen
Cshebogar
Jump Jim Joe
Seven Jumps

Polka and Polka Leadup: Slides, Skips

Gustaf's Skoal
Ace of Diamonds
Klappdans
Rovenacka
Heel- and Toe Polka
Tantoli

American Dances

Bingo—Paw Paw Patch
Captain Jinks—Sicilian Circle
Pop Goes the Weasel—Virginia Reel

English, Scotch, Irish Dances

Sellinger's Round
Waves of Tory
Highland Schottische

Social Dancing

Fox Trot
Waltz

CHAPTER IV

SPECIAL PROGRAMS

Programs having a special function are vital adjuncts to any comprehensive physical education curriculum. In order to meet all the needs of all students enrolled in a school, consideration must be given to special programs. To teach only a general program is tantamount to failing to subscribe to the objectives of physical education.

Every pupil in the elementary school needs the instruction of the physical education class and the experience of special programs to provide adequate opportunity for exploring new activities, for reinforcing skills and interests.

THE INTRAMURAL SPORTS PROGRAM

A definitely graded, planned, and carefully supervised physical education program will be implemented and enriched by a carefully integrated program of intramural sports activities. A well-rounded program of physical education forms the basic structure out of which grow lasting interests and desires for physical and social expression which are best attained through the medium of informal special events.

The term "intramurals" refers to the program of competitive sports activities conducted for all pupils and among the pupils within a given school. The intramural program is not so comprehensive as the physical education class program. It generally consists of the sports activities in which the pupils desire more participation than is brought into play through basic skills taught in the physical education class. There is little satisfaction in learning skills and techniques of a game unless there is an opportunity to use those skills in meaningful competition. Therefore, the intramural program can serve as laboratory sections of the physical education program; it provides an opportunity for pupils to participate more extensively in exercising their acquired skills.

It is a program providing opportunity for all pupils to receive the benefits of vigorous competition and enjoy the good that usually has too often been limited to varsity athletics—playing upon teams, competing with other teams, and competing with each other in individual sports activities. To be far reaching, the intramural program should be that of a purposeful instruction and participation in a wide variety of individual sports activities as well as team sports and games. When properly conducted, the program is voluntary and is so broad in scope that it meets the needs, capacities, interests, and desires of all pupils within the school. Intramural sports programs should be provided for all boys and girls above the fourth grade.

The intramural program should be financed by the school board as part of the total physical education program. The authority and responsibility for administering, supervising, and conducting the intramural program should be vested in the physical education department. The director of the intramural program should be a faculty member who is well educated in physical education and who has coaching experience. Interested faculty members of other subject areas may assist in supervising, coaching, and officiating in the various sports and activities. Pupil participation as team managers and as members of an intramural committee serving in an executive capacity, should be encouraged.

The program should be so organized and administered as to include the seasonal sports; provide and require an adequate preparation period before engaging in each sport; adapt the activities to age, sex, grade, and capacity of the participants; furnish a wide variety of activities; use pupil leadership to the fullest extent in managing and officiating the contests; and be conducted in accordance with written rules and regulations governing the competition.

Great care should be exercised in organizing the competitive units or teams, selection being made on a basis that will assure the most even competition. Uneven competition will kill interest in the intramural sports program.

Teams or unit groups for competition usually are chosen from classes, homerooms, social groups or clubs, physical education classes, study halls, bus routes, sections of city school districts or from other miscellaneous groupings.

Intramurals may be scheduled and conducted at various times; that is, before or after school, evening, on Saturdays and holidays, and during vacation.

With the rapid growth of the intramural sports program, it must be recognized as an important part of the educational program. Pupils will be best served by participation in intramurals open to the entire pupil body. The central emphasis should be a program for the maximum welfare of the entire pupil body.

THE EXTRAMURAL PROGRAM

All pupils, boys and girls, should have an opportunity to take part in occasional informal extramural competition. They can profit from playing athletic games and contests with pupils of other schools. Such competition, as an extension of the intramural program, is quite suitable for boys as well as girls and should be more widely used by both.

Activities such as *play days*, and *sports days*, and occasional *invitation games* which involve children of two or more schools should be encouraged for their high social values. The emphasis should be upon social participation with the competitive aspect subordinated. The benefits of extramural sports competition are personal and social, as well as physical, and as new experiences add knowledge and zest to the intramural program. Extramural competition differs from interscholastic competition in that it engages many more participants and attaches less importance to winning, but places more emphasis on social values. Extramural programs are particularly good for schools located close together.

Toward the end of the season in an intramural sport, participants of all ability levels might be given an opportunity to play with pupils of other schools in such informal competition as play days, sports days, and invitation games. Play days involve teams or groups made up of children from several schools all intermingled. Sports days include activities in which the playing units are composed of members of the same school. A few invitational contests in certain sports between schools on an informal basis might be carried on—but only as a supplement to good instruction in physical education, to recreational opportunities for all children within the school, and to additional informal recreational opportunities during out-of-school hours.

Extramural activities should be appropriate to the level of maturity, skills, capacities, sex, interests, and needs of the participants.

ADAPTED PHYSICAL EDUCATION

Classes in modified or restricted activity, rest, or relaxation should be provided at all grade levels for those pupils who, because of disability, illness, or recovering from operations, may not safely participate in the vigorous activities of the regular instructional class period. The results of the medical-physical examination, together with understanding guidance from the physician in indicated cases, should form the initial basis for selecting a program of physical education for the restricted group. Even in a small school these pupils should have their individual program as suggested by the physician. The classroom teachers with the guidance of a physical education specialist is capable of modifying the program for these students.

As far as possible, in addition to the modified or restricted activities, there should be provided a regular program of sports and games in which each pupil is capable of participating without injury. He should have the opportunity to develop a variety of usable activity skills in which he can be successful both now and in the future.

The emotional values of enthusiastic participation in recreational activities should never be denied the pupil simply because of disability or illness. The pupil's attention should be directed away from his handicap as far as possible with the emphasis on the pleasure of participation. The handicap should be pointed out only as a means of making it possible for him to participate successfully to the extent of his ability. Family and school physicians should be consulted regarding participation in this phase of the physical education program.

The individual remedial physical education program is a program of special exercises, prescribed by the school and the family physician. The exercises are administered by a teacher of physical education who has been selected because he or she has demonstrated interest in the program and has had adequate preperation to conduct it on a full or part-time basis.

School medical and physical examinations reveal large numbers of pupils with kyphosis, lordosis, weak feet, weak musculature, dysmenorrhea, post-polio conditions, and other defects which are remediable and might be improved by corrective exercises. Through the remedial program, body mechanics deviations and poor posture habits may be corrected by periods of supervised activity selected for *each* individual.

PHYSICAL FITNESS[1]

Every boy and girl can be helped to achieve and maintain lasting fitness through sound programs of health education and physical education, based on developmental activities, including sports and recreation, in the elementary school, junior and senior high schools, and in colleges. An effective school program provides basic instruction in vigorous activities and opportunity for participation for all students, regardless of age, sex, and physical ability. It also provides intramural and interschool sports competition at the appropriate levels as well as opportunity for active forms of recreation.

While this effort centers in the schools, it must be strongly supported by other community agencies. School and community cooperation is basic to the success of any fitness program.

Physical fitness is a basic objective of physical education. It is essential that all students learn to attain and appreciate a high level of physical development so that they will engage in foundation skills of sports and other activities with confidence and pleasure. Success comes when the pupil chooses to participate in school sports programs; when the pupil, and later the adult, participates in vigorous recreational activities. Each individual should learn to enjoy taking part in vigorous exercises appropriate to age and general ability.

The following selected principles must undergird any effective physical fitness program:

1. Programs to improve physical fitness must provide activities that will develop the physique, increase the efficiency of the cardiovascular system, and contribute to the development of physical skills.
2. Progressive resistive exercises involving increased work loads for long periods are essential to increase the level of fitness.
3. Endurance develops in proportion to the total work done over a period of time.
4. Strength is increased through activities requiring more than 50% of the total strength capacity.
5. Organic efficiency is improved where rhythmical muscular activity is continued over long, unbroken periods.
6. Physical fitness is directly proportional to the levels of strength, power, and endurance achieved.
7. The school physical education program should include a core of developmental and conditioning activities, appropriate to each grade level. These activities should be carefully identified and stressed in progressive order.
8. The school health education program provides knowledge and understanding based on scientific facts and principles in order to develop desirable health attitudes and behavior for promotion of physical fitness.

[1] President's Council on Physical Fitness. *Youth Physical Fitness—Suggested Elements of a School Centered Program.* Washington, D. C. Supt. of Documents, U. S. Government Printing Office, 1961.

CHAPTER V

EQUIPMENT, SUPPLIES, FACILITIES

All programs of physical education are based on the availability and proper selection and use of equipment, supplies, and facilities. Learning is conditioned by the amounts and kinds of equipment and supplies so care should be taken in the budgeting and selection of these items. An investment in facilities will yield very little in the return expected, unless supplies and proper utilization of the facilities within the scope of the physical education program are widely used. It is important, therefore, to insure that maximum participation of all students is insured through the medium of adequate supplies and facilities.

OUTDOOR FACILITIES

The national recommendation for minimum outdoor play space for each elementary school is five acres, plus one additional acre for every one hundred children.[1]

Hard-surfaced Outdoor Play Areas

Physical education class periods and recess periods are best conducted outdoors in the fresh air. In Pennsylvania, outdoor school physical activities is feasible for five of the nine months of the school year. Due to climate, outdoor classwork in the fall and spring is very restricted where schools do not have all-weather outdoor surfacing on the playgrounds.

Each elementary school needs a hard-surfaced play area of resilient bituminous material such as "black top" (amesite). Approximate minimum space for such an area is 100′ by 100′, permitting activity for two classes at the same time without hazard. A larger space, 30,000 square feet, is preferred for general recess periods, or for the simultaneous scheduling in a multiple-activity program.

The hard-surfaced area is best located where there is direct access to the school entrances. This keeps dirt and mud from being tracked into the building. During school hours the hard-surfaced area should be free of obstruction, including parked buses, bicycles, and cars.

In most schools, it is convenient to make permanent game lines two inches in width with white or yellow traffic paint. Hopscotch diagrams may be painted along the edges of the play area, or on the sidewalks out of the way of running games.

Turn Play Areas

Grass fields generally are located beyond the more frequently used hard-surfaced areas. They are needed in dry weather for the team games of the intermediate grades: football, soccer, and baseball lead-up activities.

Playground Apparatus

Playground apparatus may be very hazardous without proper supervision. Experience has shown that apparatus areas are easier to supervise when installed close to the building, and near rooms of the primary grade children who use them. Many accidental collisions will be prevented if the apparatus is well to one side of the main playground area used for running games. Fractures, sprains, and bumps are less likely if there are soft landing pits, shavings, sawdust, or sand beneath all apparatus.

INDOOR FACILITIES

Indoors, for the winter months, a light, well-ventilated, gymnasium or large playroom is needed for physical education activities. The floor may be permanently marked with painted lines for the games used most frequently. There should be wall hooks set at a height of 5½ feet for volleyball nets, basketball goals placed 8 feet high, and an electric outlet for the record player. A small blackboard and a closet for equipment facilitate instruction. Windows and lights should have wire screens on the inside for safety.

EQUIPMENT CONSIDERATIONS

The most essential equipment for physical education is that used in a wide range of vigorous running and ball games, and for rhythmic activities. Since balls, bats, records, skip ropes, and beanbags wear out, the annual budget must be planned with a 25 to 75 percent annual replacement of perishable items in mind. The purchase of expensive playground apparatus is better postponed until the quantities of available small equipment are adequate for a good diversified program for all the children.

Children learn in proportion to their opportunity to participate. One or two balls in a class of thirty give much less opportunity for achievement than do four,

[1] Federal Security Agency, *Physical Education in the School Child's Day*, Bulletin 1950, No. 14, p. 47. Washington 25, D. C. U. S. Printing Office.

or eight, or sixteen. It is better to order all the equipment needed for a good instructional program in one activity, then to order for a second activity, and so on, until gradually the equipment is accumulated for a broad program.

Equipment quantities are suggested in terms of good instruction and adequate activity opportunity for classes of approximately 30 pupils each. Equipment for one class unit may be used by several classes if the schedule of classes and recess periods is planned to prevent overlapping requests for use.

All equipment should be marked clearly with the room number of the class or with the school letters. Small portable storage boxes of wood, with carrying hole-handles at each end, are convenient in transporting and storing equipment. Equipment losses will be curtailed if there is a definite system of issue and return of all physical education equipment.

EQUIPMENT NEEDED FOR A GOOD PHYSICAL EDUCATION PROGRAM

Essential Equipment

Grades		*Item*	*Items for Class of 30*	*Replacement Rate*
1-2-3	*4-5-6*			
x		Rubber playground balls 5″, 6″, or 7″ diameter	4-9	1-2 per year
	x	Rubber playground balls 8½″ diameter	4-9	1 per year
	x	Canvas beanbags 6″ x 6″, double stitched, ⅓ full of navy beans	30	6 per year
x	x	Indian clubs, or sticks 2″ x 2″ x 8″	6-10	
x	x	Short skip ropes, 7′ to 8′ for primary; 8′ to 9′ for intermediate	12-16	8-16 per year
x	x	Long skip ropes, 24′ to 30′	2-4	2-4 per year
	x	Net-rope, approximately 100′, to stretch length of playroom or playground for beginners' net	1	
		NOTE: All ropes should be cut from No. 10 or No. 12 sash cord, and ends bound with adhesive or friction tape.		
x	x	Record player with full amplification and adjustable speed controls	1	Tubes & needles annually
x	x	Records for rhythmics, singing games, dancing, marching		
		Piano: If there is a good accompanist who sight reads, holds a steady rhythm, accents, and plays at proper speed for dancing	1	Tune at least twice a year
x	x	Tumbling mats with plastic covers, small size for easy lifting by children (3′ x 5′ or 4′ x 6′)	4-8	Recover every 6-10 years
	x	Jump standards	1 pr.	
	x	Bamboo crossbars	3-4	3-4
x	x	Balance beam	1-2	
	x	Rubber soccer balls	4-9	1-4 per year
	x	Soccer goals (removable)	1 pr.	
	x	Softballs and/or "softee" softballs	4-9	1-4 per year
	x	Softball bats	3-6	3-6 per year
	x	Softball bases	1-2 sets	1 set biennially
	x	Catcher's mask and protector	1 each	1 every 3 years
	x	Volleyballs (leather or rubber)	4-8	1 per year
	x	Volleyball nets. Use net-ropes for beginners	1-2	1 every 3-4 years
	x	Wall hooks or posts for nets. Set hooks at 6½′	1-2 sets	
	x	Rubber basketballs (junior size preferred)	4-8	1-2 per year
	x	Basketball goals, with backboards. Use Goal-Hi if preferred. Set goals at 8′	1-2 prs.	
	x	Rubber footballs	4-8	1-2 per year

PLAYGROUND APPARATUS FOR HANGING, CLIMBING, TURNING UPSIDE DOWN

Jungle gym
Triple horizontal bar with the three fiixed heights: 3', 4', 5'
Horizontal ladders: 5' high for primary and 5½' for taller children
Manila climbing ropes, 2½" in diameter
Trapeze or rings
Traveling rings, set in either circular or straight line

SPECIAL SUPPLIES TO IMPLEMENT ACTIVITIES

Rubber ball repair kit for mending small holes
Air pump or inflator with inflating needle
Small portable, wooden storage boxes 2' x 1½' x 1½', with hole handles at each end for easy carrying by children—one or two for each room
50' or 100' measuring tape for marking fields and conducting achievement tests
Stop watch
Five or six whistles for teachers and for pupil referees
Traffic paint, or equivalent, for marking courts and play areas outdoors
Dry lime, dry lime liner, and mason line for marking turf fields
First-aid kit

ADDITIONAL GAME EQUIPMENT FOR INTERMEDIATE GRADES

Aerial darts	Birds, wooden paddles, net, or net-rope
Croquet	Mallets, balls, wickets, stakes
Deck tennis	Rubber rings, net, or net-ropes
Goal-Hi	Goal-Hi standards, basketballs
Horseshoes	Light-weight shoes, stakes
Jacks	Jacks and balls
Marbles	Marbles
Table tennis	Table, balls, paddles, net
Tether ball	Pole and ball on a string, paddles

CHAPTER VI

GENERAL AND SPECIAL AIDS FOR THE TEACHER

When the physical education program has been organized, the equipment and supplies secured, and the activities to be taught selected, the next problem that faces the teacher is the way in which the activities are to be taught. This is of prime importance, since the way the physical education program is taught will ultimately determine whether the objectives of physical education are being met.

The factors of learning, such as readiness, timeliness, and motivation are provided in the program for physical education. To arouse and maintain the interest of the children is a matter of applying recognized and accepted principles pertaining to specific types of activities and to physical education in general.

PROGRAM

1. Every child should be enrolled in physical education classes. Those excused due to illness or disability should participate in modified activities or rest while observing the class.
2. The teacher does not have to perform all of the activities (or any at all, for that matter), herself. Pick out a child or two as a demonstrator to practice the stunts before class and have them demonstrate during the regular class period. However, the more the teacher does participate, the more enjoyable this phase of teaching becomes.
3. Physical education should be fun and provide enjoyment for the children.
4. Students as well as teachers should be involved in the program planning.
5. Plan a program with enough variety of activities to appeal to all types of pupils and to fit all degrees of physical capacities.
6. Keep pupils active; have enough activities going on simultaneously to give every pupil adequate opportunity for participation.
7. The program should be balanced to insure that it develops flexibility, agility, endurance, coordination, and strength throughout its content.
8. To insure continuity in the physical education program, there should be a sequential progression of skills from the simple to the more complex in all content material.
9. Skill teaching is a basic premise for all physical education programs.
10. Meaningless and endless repetition of activities just for the sake of physical activity should be avoided.
11. Never sacrifice thoroughness for a quantity of activities in the program.
12. Physical education provides excellent opportunities to develop good leadership and followership.

13. The program should provide opportunities for the development of habits and attitudes for safety; desirable qualities of emotional stability and fundamentals of democratic living.
14. Activities in physical education can be correlated with other areas of the curriculum.

SAFETY

1. Possess foresight, be prepared—accidents can happen at any time.
2. Be familiar with first-aid procedures; know where first aid supplies are kept and know how to use them.
3. Have a definite plan to follow in case of emergency.
4. There must be sufficient room and the area must be suitable for the intended activity.
5. The playing area should be free of broken glass, rocks, and other safety hazards.
6. The activity selected should not be unsuitable for the age and skill of the students.
7. Provide protective equipment such as eye glass guards for those students who wear glasses.
8. Arrange playing groups far enough apart so that they do not run into each other.
9. Avoid unnecessary roughness.
10. Teach children to tag lightly and with one hand.
11. See that all game areas are properly marked.
12. Teach children not to throw a ball at a child who is not looking.
13. Refrain from using defective equipment.
14. Establish special rules for various pieces of playground equipment.
15. Discuss safety practices often with the students.

HEALTH

1. Know the health status of the students in order that no child participates beyond his capacity.
2. Modify or do not permit participation in activities for those students who have returned to class following an injury or illness.
3. The equipment and facilities should be kept clean and sanitary.
4. Observe the students for signs of illness, infection, and injury.
5. Make sure that each child wears proper clothing for the phase and type of activity.

GENERAL TEACHING PROCEDURES

1. Know thoroughly the activity to be taught.
2. Make sure that the necessary equipment is available.
3. Use as little time as possible in explaining the activity. Avoid lengthy explanations.
4. Plan for and encourage full participation.
5. Establish clear and definite rules and teach acceptance of these rules.
6. Avoid the monopolization of activities and equipment by certain children.
7. Be aware of decreasing interest; be prepared with a variation of the activity or start a new one.
8. Stop activity at the height of enjoyment rather than have it die.
9. Teach sportsmanship and strive for knowledge, good habits, and appreciation.
10. Analyze each lesson in the light of desired goals. Strive for improvement on subsequent presentations.
11. Insist on prompt attention. Use a whistle sparingly.
12. Devise a way to move children easily from classroom to gymnasium or playground and back and to move from one activity to another.

SPECIFIC ACTIVITIES

Games of Low Organization

Games of low organization are concerned with activities that have very few rules and simple skills and techniques that are easy for the child to master and provide quick enjoyment. Classification of this type of activity usually falls into the categories of circle games, running-tagging games, kicking games, ball handling games and relays and races.

Teaching hints:

Understand the game thoroughly.
Explain the game clearly and quickly.
Arrange players in proper positions to play the game.
Have a warm-up period prior to active participation.
Make sure that players are of approximate equal ability if the games are of a competitive nature.
Encourage poor players; restrain the highly skilled from monopolizing the activity.
Make sure every child has a chance to be "it."
If difficulty in understanding the game is apparent, stop the game immediately and clear up the problem.

Rhythms

This area refers to activities in which a child responds to music, percussion instruments, and singing. Rhythmic activities include the following specific areas:

Fundamental rhythms which are concerned with the basic natural movements of a locomotion nature such as running, jumping, skipping, sliding, galloping, etc. and the non-locomotion movements of swinging, swaying, pushing, pulling, etc.

Singing games and folk dances which have their origins in many countries and are of a traditional nature.

Creative and interpretive rhythms which are dramatizations and imitations of poems, stories, animals and objects where the child's creative instinct and imagination help his participation.

Teaching hints:

Begin all rhythms with some locomotor or non-locomotor movements such as walking, running, skipping, hopping, bending and stretching.
Arrange the students in the formation for the rhythm activity.
If musical accompaniment is used, have the children listen to the music.
Have the children clap hands and say the words to the music.
Teach the routine of the activity.
At first, strive for enjoyment and fun rather than perfection.
Learn to recognize correct, as well as incorrect, rhythm response.

Relays

Relays are easily organized and require very few skills. Such activity provides enjoyment and the thrill of competition on both an individual and a team basis. Relays can be devised to cover simple game skills, fundamental movements, and stunts. While highly desirable, this activity should be just one phase of physical education and should not be overdone.

Teaching hints:

Divide the class into teams of reasonably even ability.
Keep the number of team members low to insure maximum participation.
Announce the starting and finishing lines.
Provide means to distinguish which team finishes first.
Select relays that are interesting and meaningful to the children, and which promote the use of many parts of the body.
Have the children return to their squad to the left of the squad, and tag with left hand to left hand.

Stunts, Tumbling, Self-Testing

Activities in this area provide excellent opportunities for large muscle development. They will enable the child, through his participation, to develop strength, body control, agility and timing. Opportunities for simple tumbling and gymnastic activities (individual or couple-type) are usually presented in a program of this nature.

Teaching hints:

Describe the activity to the class.
Demonstrate or have some skilled student demonstrate under teacher supervision.
Have a warm-up period.
Primary grade stunts and tumbling should be the simple imitative walks and movements, simple balances, and the forward roll and backward roll.
Activities for the primary grades that require exceptional body control and strength should be avoided.
Divide the class into squads to practice the activity.
Proper clothing should be worn on the days of the stunts and tumbling program. Girls should change to appropriate costumes.
Do not force any child, who shows reluctance or fear, to attempt a stunt.
Stunts and tumbling should be taught in a progressive order: begin with the more simple stunts.
Emphasize safety considerations so that each child is aware of the dangers inherent in the stunts and tumbling.

Team-Type Games

This type of activity requires more specific organization and involves athletic-type contests played between two groups. Skills and techniques of sports along with the attendant objectives of team work, leadership, and other desirable social responses should be developed in the activities. Lead-up games should be emphasized in order that the skill development and understanding needed for these specialized team games are met.

Teaching hints:

Describe the game and the rules.
Demonstrate basic skills accurately or have one of the more skilled students do it.
Use lead-up games and modifications of the sport to be taught.
Introduce competition through the lead-up games.
Practice fundamentals of the game frequently.
Keep all the students active.
Provide game progression by modifying game areas, throwing distances, and speed.

Evaluate achievement through tests and games.
Provide for a high application of skill through complex game situations.

Classroom Physical Education

There are times when it is necessary to conduct physical education in the classroom. In many cases it is even desirable to conduct certain activities in the classroom for fun and relaxation. Many physical education activities are adaptable to the classroom situation and where the situation demands it, every effort should be made to conduct a phase of this program. The extent of this program is limited only by the ingenuity of the teacher.

Where there is movable furniture in the classroom, the setting can be made similar to that of gymnasium or playroom. Where furniture is fixed, safety precautions must be taken and certain activities that involve running and dodging should be eliminated.

Necessary techniques for the conduct of physical education in the classroom are

to be definite in having the children understand why they must be quiet when playing in the classroom;
to eliminate speed from classroom games;
to permit walking only;
to prohibit using the walls for goals;
to use beanbags, yarn balls, or erasers for games that normally use balls;
to be very clear and concise in your explanations;
to choose activities that will permit all children to play;
to ventilate the room as well as possible during vigorous activity.

INTEGRATION PROCEDURES

Physical education provides many opportunities for integration with other educational activities. Each can make its contribution to the other and the scope is limited only by the extent of the imagination and ingenuity of the teacher. Examples of integration with other subject matter fields are as follows:

Arithmetic—scoring games, measuring performance in height, time, distance, measuring field layouts, and figuring averages.

English—Through clear explanations, reading of game rules, spelling, study of word origins.

Art—pageants, exhibitions, poster displays, costuming.

Social Studies—folk dances, climate and its effect on play habits, origin of certain sports, olympic games.

Music—rhythm activities, familiarization with music forms, singing games, and movement patterns.

Science—study of the body, laws of gravity, trajectory, leverage.

LEADERSHIP OPPORTUNITIES

Excellent opportunities are provided in physical education to develop leadership capacities in students and to provide them with opportunities to assume positions of responsibility. Leadership can be promoted through proper guidance of the children in the following types of experiences:

Squad leaders
Officials
Demonstrators
Equipment managers

EVALUATION PROCEDURES

If physical education is to be justified as an integral part of the program for elementary children it is essential that evaluation procedures be established. Teachers must evaluate their programs to know what they are accomplishing, or the program will lose its effectiveness and efficiency.

Specific reasons for establishing proper evaluation procedures include the following:[1]

1. It gives evidence as to whether physical education objectives are being met.
2. It helps parents, teachers, and pupils understand the worth of experiences provided in physical education programs.
3. It provides a governor or check to direct and modify the experiences given in the programs to meet the needs of the pupils. This might be useful in both organization and instruction.
4. It helps in the formulation of educational principles and policies for the school to apply to the programs.
5. It provides basic information regarding individual pupils for guidance purposes.
6. It may act as a means of motivation for students to reach desired goals. Each one should be encouraged to evaluate his individual progress rather than compare himself with others.
7. It should act as a means of motivation for teachers to find ways to assist children to meet desirable goals and needs.
8. It may justify needs for equipment, facilities, materials, and expenditures of monies for personnel and leadership in programs.

[1] Bucher, Charles A. and Evelyn M. Reade. *Physical Education In The Modern Elementary School*. New York, The MacMillan Co., 1960, p. 341.

9. It may suggest preventive measures that should be taken in the interest of the pupils.
10. It should be a means of improving the total physical education program so that it contributes to greater child growth and development.
11. Evaluation can be used as an aid in grouping pupils, predicting future performance, and determining where emphasis should be placed.

EVALUATION TECHNIQUES

Evaluation techniques are many, a suggested list is presented that may be of value to teachers and specialists in reviewing their programs and pupil progress. Evaluations may be both subjective and objective.

1. *Objective evaluation:*
   - –Skill tests
   - –Krauss-Weber test for minimum physical fitness
   - –AAHPER Youth Fitness Test
   - –Marine Corps Physical Fitness Test
   - –California Physical Performance Test Standards
   - –President's Council on Physical Fitness–3 item screening test.
2. *Subjective evaluation:*
   - –Individual anecdotal records
   - –Interviews
   - –Observations
   - –Sociograms
   - –Questions and answer type of records.

CRITERIA OF A GOOD PROGRAM

The following standards for a physical education balance sheet as reported by Lane may prove stimulating to the principal anxious to develop such standards in his own school.[1]

Evidences of a strong program in physical education are as follows:

1. Each teacher is supplied with manuals, teaching guides, and necessary materials and equipment.
2. Yard areas are well marked and well equipped and so placed that efficient services are assured. The layout of play areas provides easy access on the part of the children from their classrooms and to sanitary facilities.
3. Teachers follow a planned, seasonal program which parallels the growth cycles of the children.
4. The program provides a balanced variey of games, rhythms, and skills.
5. The noon hour affords a variety of organized games on areas clearly marked for the purpose.
6. The program is directed toward the development of qualities of social adjustment, self-discipline, courage, sportsmanship, and leadership.
7. A spirit of wholesome fun permeates all groups.
9. Intelligent supervision on the part of the teachers indicates their whole-hearted participation in the program.

Evidences of a weak program in physical education are as follows:

1. Play areas overlap and traffic lines intercept, providing hazards to children and promoting confusion.
2. Play equipment is unwisely located, resulting in safety hazards and conflict among play groups.
3. Play areas are unmarked, leading to unnecessary disputes among children.
4. Play equipment is poorly cared for and improperly housed.

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APPENDIX A

AUDIOVISUAL SOURCES FOR ELEMENTARY PHYSICAL EDUCATION

Records

American Squares
1161 Broad Street
Newark 14, New Jersey

Dance Record Center
1161 Broad Street
Newark 14, New Jersey

Educational Dance Recordings, Inc.
P. O. Box 6062
Bridgeport 6, Connecticut

Kimbo Record Company
U. S. A. Records, Inc.
P. O. Box 55
Deal, New Jersey

Square Dance Associates, Inc.
Box 1642
Freeport, New York

Chartwell House
Box 166, Bowling Green Station
New York 3, New York

David McKay, Inc.
119 West 40th Street
New York 18, New York

Freda Miller Records for Dance
Dept. J—Box 383
Northport, Long Island, New York

R.C.A. Victor—Dept. (J)
155 E. 24th Street
New York 10, New York

Russell Records
P. O. Box 3318
Callens Road
Ventura, California

T. A. Owen Publishing Company
Dansville, New York

Films and Filmstrips

Young American Films
18 E. 41st Street
New York 17, New York

Encyclopedia Britannica Films
1150 Wilmette Avenue
Wilmette, Illinois

Jam-Handy Organization
2821 East Grand Boulevard
Detroit 11, Michigan

Teaching Films Custodians
25 West 43rd Street
New York, New York

The Athletic Institute
209 South State Street
Chicago 4, Illinois

Coronet Films
Coronet Building
Chicago 1, Illinois

Film Library
Department of Public Instruction
Commonwealth of Pennsylvania
Harrisburg, Pennsylvania 17126

United World Films (Castle)
1445 Park Avenue
New York 29, New York

L. P. Lilley & Sons, Inc.
928 North Third Street
Harrisburg, Pennsylvania

APPENDIX B

TESTS OF PHYSICAL FITNESS

AAHPER Youth Fitness Test, American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N. W., Washington 6, D. C.

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Physical Fitness Test Manual for Elementary Schools, Washington State Office of Education, Olympia, Washington.

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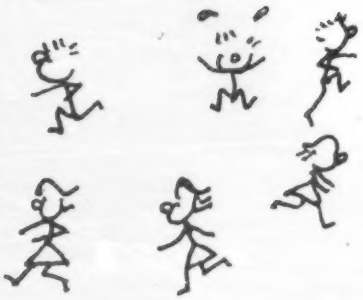
APPENDIX C

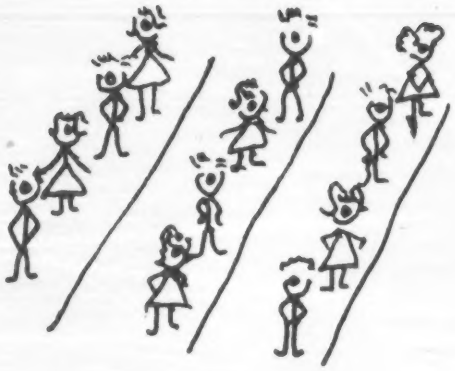
GAME FORMATIONS

Free

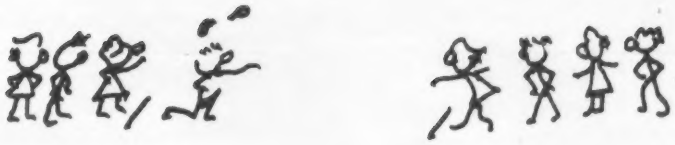


Circle

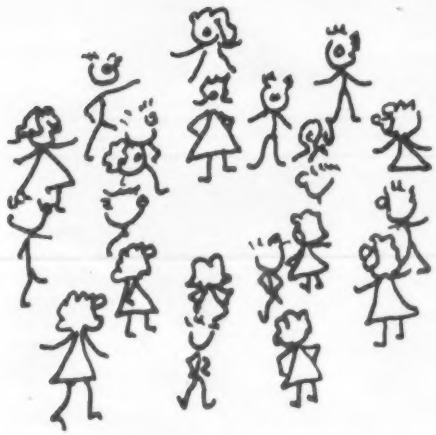
Squad or Relay



Shuttle

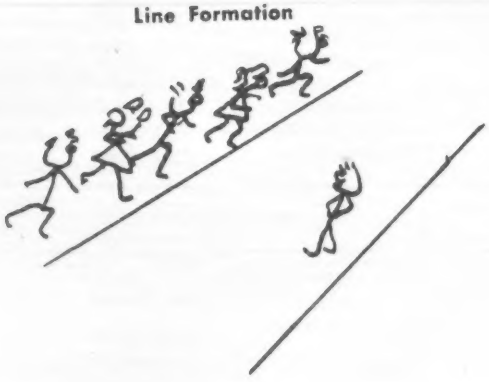


Double Circle



Zig Zag

Line Formation



Spoke Formation

DANCE FORMATIONS

Open

Skating

Schottische

Skaters

Varsovienne

Two-Hand

Single Arch

Double Arch

Shoulder-Waist

Closed

Banjo

DANCE FORMATIONS

Single Line

Broken Circle

Single Circle
No Partners

Single Circle
With Partners

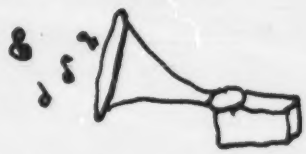
Double Circle
of Partners

Double Circle
Two Couples in a Set

DANCE FORMATIONS (Continued)

Head Couple

Square



Music

or

Caller

---- Side Couple

Foot Couple

Head Couple

Reel Formation

Foot Couple

APPENDIX D

SUGGESTED SCHEDULING ALLOTMENTS

I. Kindergarten

Subject Area	*Approximate Percentage of Time*
Opening	10%
Group Experiences	20%
Social Living	
Science	
Music	
Physical Education	
Work Period	25%
Arts	
Crafts	
Free Choice Activities	
Snack Time, Rest Period	15%
Language Arts	20%
Stories	
Poetry	
Conversation	
Dramatics	
Unstructured	10%

II. First, Second and Third Grades (Primary)

Subject Area	*Approximate Percentage of Time*
Opening Exercises and Planning	5%
Language Arts	35%
Reading (450) minutes	
Oral English	
Creative Writing	
Handwriting	
Usage	
Spelling	
Library—Appreciation, Circulation	
Foreign Language (optional but recommended)	
Social Studies	20%
Science—Includes demonstrations by the teacher and pupil experiments	
Informal Social Studies Experiences	
Geography	
History	
Health	
Safety	
Mathematics	10%
Fundamentals and structure of arithmetic	
Equations involving frames	
Informal geometry	
Fine Arts	12%
Physical Education	8%
Unstructured	10%

III. Fourth, Fifth and Sixth Grades (Intermediate)

Subject Area	*Approximate Percentage of Time*
Opening Exercises and Planning	3%
Language Arts	25%
Reading	
English	
Oral English	
Creative Writing	
Usage	
Spelling	
Handwriting	
Foreign Language	5%
Sequential program beginning no later than grade 5	
Library	6%
Appreciation	
Circulation	
Reference	
Mathematics	12%
Fundamentals and structure of arithmetic	
Elements of Algebra	
Informal Geometry	
Social Studies	15%
Geography	
History	
Civics	
Science and Health	7%
Includes demonstrations by the teacher and pupil experiments	
Fine Arts and Practical Arts	12%
Art, Music, Dramatics, Practical Arts	
Physical Education	8%
Games	
Team Sports	
Individual Activities	
Unstructured	7%

APPENDIX E

GLOSSARY OF PHYSICAL EDUCATION TERMS

Achievement Standards
Standards for accomplishment based on such factors as age, weight, grade or a classification index.

Adapted Physical Education
Physical education activities suited to the needs of pupils with abnormalities, anatomical, physiological or functional.

Agility
The ability to be quick and nimble.

Aims
The general purposes of physical education.

Athletics
All forms of highly competitive sports.

Backward Roll
From a sitting position on the end of the mat, roll backward about the depth axis of the body. Landing on the feet to a stand.

Balance Beam
A piece of gymnasium apparatus used to develop balance.

Balance Step
A dance step done in 3/4 or 2/4 time. A waltz balance step left consists of: step left (1) close right and immediately rise on toes (2) lower heels (3).
A balance step in 2/4 time consists of: step left (1) close right foot and immediately rise on toes and lower heels (2).

Basketball, Jr.
An inflated rubber ball about 15" in circumference.

Batting
Hitting a ball with the hand or hands or with an object held in the hand or hands.

Big-Muscle
The large muscles of the arms, legs and trunk.

Bleking Step
A folk dance step in which the heel of one foot is placed forward followed by a change of feet done with a slight jump.

Buzz Step
Used mostly in square dancing. When done on the right foot it consists of a quick step on the ball of the left foot (and) a step on the right foot. Repeats continuously, each step taking one count.

Captain
The leader of a team.

Cardio-Vascular
Refers to the circulatory system.

Chinese Get-up
Partners sit back to back, feet tucked under and elbows joined. In this position they attempt to stand.

Chinning Bar
A stationary horizontal bar high enough to suspend oneself with the feet off the floor.

Classroom Teacher
A teacher who has the responsibility for teaching her own physical education work.

Climbing
Pulling oneself upward with the use of the hands, arms, legs, and feet.

Coeducation
Activities in which boys and girls participate together.

Court
A designated playing area for a game.

Creativity
Movement, design in space and on space invented and put together into a composition.

Consultant
A resource person.

Course of Study
A description of the activities which are included in the program, arranged as sequential learning experiences from grade to grade.

Crab Walk
With the back toward the floor support the body on the hands and feet. Walk in this position with the head leading.

Dodging
A maneuver of a player to avoid a flying object such as a ball or another player.

Dog Run
Assume a position on all fours and in this position run with the hands and feet on the floor.

Double Circle
A circle with partners.

Dribble
Traveling with a ball while bouncing it with the hands or kicking it with the feet.

Duck Walk
Walking in a squat position.

Endurance
The degree to which the body can withstand continuous activity.

Energy
The effort that it takes to move the body.

Elimination Tournament
A pairing up of teams in a tournament whereby the losing team is eliminated.

Equipment
Anything used and necessary to carry on a physical education program.

Extramural
Games and activities conducted outside of regular school hours.

Facilities
The gymnasiums, pools, playgrounds, locker rooms, showers, etc. which are part of the physical education plant.

Fatigue
A condition brought about by the accumulation of waste products in the body due to activity.

Flexibility
The ability to move all parts of the body in all directions without evidence of tightness of the muscles.

Floor Markings
Lines used to identify playing areas and other positions for physical education activities.

Folk Dancing
Dance movements and designs characteristic of the moves of different nations.

Formation
Any arrangement of pupils on the floor or in any space to facilitate teaching.

Forward Roll
From a squat position at one end of the mat, roll forward about the depth axis of the body landing on the feet in an upright position.

Fundamental Movements
Natural big muscle activities.

Galloping
A natural rhythmic step for children done in 2/4 or 6/8 time. It should be relaxed and bouncy.

Games
Activities which have the spirit of fun, which develop skill, which are competitive in nature, and which are rich in social and moral, as well as physical developments are classified as games.

Games—High Organization
Competitive sports and athletics, complex rules and skill characterize such games.

Games—Low Organization
Simple group games, easily explained and with few rules.

Games—Medium Organization
Team games, lead-up games, and relays.

Goal
A method of scoring in games.

Gravel
Crushed stone used to surface playing fields.

Group Games
Games characterized by being quickly organized, having few rules, involving running and chasing, and using many pupils.

Gymnasium
A room large enough and with enough equipment to carry on a complete physical education program.

Gymnastics
Physical education activities using gymnasium apparatus.

Hard-Surface
Macadam, black-top, and synthetic substances used on playing fields.

Health Education
Education which stresses the function and structure of the human body together with the importance of home, school, and community health.

Hopping
Take off or leave the floor from one foot and land on the same foot.

Horizontal Bar
Any stationary bar parallel to the floor.

Host and Guest
Interschool games which are played by invitation rather than according to schedule.

Imitative
The ability to reproduce movement.

Inflator
A pump used to inflate rubber balls.

Inflator Needle
A needle used with a pump to inflate rubber balls.

In-Service Training
Meetings arranged for teachers to afford "on the job" improvement opportunities in physical education.

Inside Foot
In a single flank circle, the foot that is toward the center; in couples, the foot that is nearest to partner.

Integrate
Fitting physical education into other areas of the curriculum.

Intramurals
Tournament games played by teams out of school hours in their own building.

Jump Ball
Two opponents facing each other attempting to tap or hit a basketball which is tossed in the air between them by the referee.

Jumping
Take off (leave the floor) from one foot or two feet but land on two feet.

Kangaroo Hop
From a squat position, jump forward and in the air extending the body while in flight. Land in a squat position and continue with the jump.

Keeping Step
Uniformity of foot movement executed in cadence.

Kicking
Propelling a ball using the foot or feet

Ladder
A piece of gymnasium equipment for climbing or hanging.

Leader
A pupil who is able to help the teacher by assuming responsibilities.

Lead-Up Games
Simple games which have the skill elements used in more highly organized games.

Lime
A substance used to mark outdoor play areas.

Line of Direction
Counter clockwise.

Log Roll
Lie on the back at one end of the mat, hands overhead. Roll continuously sideward to the end of the mat.

Marching
Walking in cadence.

Mats
Protective and safety equipment on which to land and do stunts and rumbling.

Measuring Worm
Form a front-leaning rest, keep the hands fixed and walk up to them with the feet, keeping the knees straight. Then while keeping the feet fixed, walk out to a front-leaning rest on the hands. Continue, first the feet then the hands.

Mimetics
Imitative and interpretive activities based on the actions of animals, the movements of machinery, automobiles, airplanes, trains, etc. as they are found in the environment.

Minuet
A dance form in 3/4 time characterized by slow and stately movements.

Multipurpose Room
A room used for several purposes—one is a gymnasium.

Natural
Movements which are instinctive, automatic and self-motivating.

Net
A fabric woven into meshes and used in games.

Nursery Rhymes
Rhythmic movements performed to nursery rhymes.

Objectives
The specific purposes of physical education activities.

Open Order
The formation of a class on the gym floor in which all pupils are an equal distance apart.

Organic Efficiency
The degree of effectiveness in functioning of the vital organs.

Outside Foot
In a single flank circle, the foot that is toward the outside. In couples, the foot that is farthest from partner.

Paddle
A wooden piece of equipment used to hit a flying object such as a Ping-pong ball, tennis ball, badminton puff ball, etc.

Phrasing
A musical term used in rhythmic activity to denote a degree of completeness in the composition and movement.

Physical Defects
Observable skeletal abnormalities.

Physical Education
An avenue of education by which children learn how to live effectively through the physical.

Physical Fitness
The degree to which the body can meet the physical demands for every day living as well as the ability to meet emergencies as they arise.

Ping-pong
A game played with two or four players stationed at the opposite end of a 5' x 10' table, who attempt to hit a Ping-pong ball back and forth over a low net in the middle of the table.

Ping-pong Ball
A small plastic ball used to play Ping-pong.

Pivot
A skill used to evade an opponent in such games as basketball and football.

Play Day
A type of tournament in which each team is made up of members from each unit participating.

Play Room
A room smaller than a gymnasium, without equipment, and used for physical education.

Polka Step
A dance step done in 2/4 time. Forward left consists of: step left (1) close right (and) step left (2) hop left (and) Note: this is a two-step with a hop on the "and" count.

Posture
The mechanical relationship of various parts of the body with one another.

Progression
Planned developmental activities arranged and taught in order of difficulty.

Program
The whole gamut of physical education activities which make up teaching material in any one community.

Pupil Leadership
Activities conducted under the direction of pupils but supervised by the teacher.

Quiet Games
Games for children in which physical activity is at a minimum.

Rabbit Hop
From a crouch position with the hands on the floor, reach forward with the hands and momentarily put the weight on them while the feet move up to the hands with a slight jump. Repeat the movement with the hands and follow with the feet

Recess
An interval in the school day when all children go out into the school yard to play, generally on their own.

Recreation
A mode of diversion or play.

Red Dog
A byproduct of steel-making used to surface playing fields.

Relaxation
The state of muscles following tension or stimulus.

Remedial Exercises
Exercises done for the specific purpose of correcting some abnormality.

Rocking Chair
A stunt performed by two pupils facing each other sitting on the floor with legs bent and interlaced. They grasp arms and rock back and forth. As one sits down, the other partially stands.

Rotate
To move from one activity to another in an orderly fashion.

Round Robin
A tournament in which every team plays every other team.

Rhythms
The ability to respond rhythmically through mimetics, creativity, or through verbal suggestion.

Safety
Precautions that are necessary to prevent accidents.

Seasonal Games
Games played according to the season of the year.

Self-Testing
Activities in which the children can measure their own achievement, such as hitting a target with a ball, or measure their own progress.

Sequential
Planned activities which are taught progressively.

Serve
A method of putting a ball in play in such games as lleyball and tennis.

Server
The player who starts each new series of play by hitting the ball over the net.

Set-Up
A volleyball term in which one player volleys the ball in the air for one of his own teammates to hit it.

Shoot
A term used to designate a form of throwing particularly in basketball.

Shuttle Relay
A relay race in which each team is divided into two parts, each standing at opposite ends of the play area.

Side Out
A volleyball term indicating a change of servers.

Single Circle
Pupils arrange singly in a circle.

Skill
The coordination required to perform physical education successfully.

Skipping
A natural rhythmic step for children, best done in 2/4 or 6/8 time. Essentially consists of walking with each step preceded by a slight hop on the "and" count on the opposite foot. One complete skip step consists of an "and" count and a (1) count.

Slag
A byproduct of steel-making used to surface playing fields.

Sliding
A natural rhythmic step for children done in any time. Left sideward consists of: slide left (1) closer (and) done continuously to the same side.

Soccer Ball
A round rubber ball larger than a volleyball and smaller than a basketball. It is made to be kicked.

Social Dancing
Dancing the currently popular dances.

Social Dance Position
The boy faces the girl with left hand extended and right hand placed lightly between the girl's shoulders. The girl faces the boy with her right hand extended and her left hand around the boy's shoulder and on top of his right arm.

Softball
A ball 12" or more in circumference wound loosely and having a cover.

Song Games
Rhythmic activities interpreting the words of a song.

Specialist
A physical education teacher with a major in physical education.

Sports
Highly organized competitive games and contests.

Squad Leader
A pupil leader who takes charge of a small group of children for practice purposes and to assist the teacher as well as pupils.

Square Dancing
Folk dancing, characteristic of the United States.

Step-Hop
A dance step done in 2/4 or 4/4 time. A step hop left consists of: step left (1) hop left (2).

Stop Watch
A watch which may be started and stopped at any time.

Story Plays
Stories acted out through physical movement.

Stunts
Activities which are unique and self-testing—hence self-motivating.

Supervisor
A school official with responsibilities for improving instruction through consultant services, coordination of the program, arranging in-service meetings, and teaching demonstration lessons on request.

Team Games
Games in which the winner is determined by group rather than by individual effort.

Tennequoit
A round soft rubber ring with a large hole in the center.

Tennis Ball
A small wool-covered rubber ball used in playing tennis and similar games.

Time Signature
A musical term indicating the time value of notes and the number of counts in a measure of music.

Tip-Up
A squat position facing the mat. Place the hands on the floor in front, bend the elbows slightly, place one knee on each elbow and balance the body in the position.

Tossing
Propelling a ball or object in the air with a small amount of force.

Tournament
An arrangement of a series of games.

Trapping
A skill used to stop a ball with the feet or other parts of the body for the purpose of control.

Trunk
That portion of the body from the hips up to the neck.

Turf
Grass surfaces of a playing field.

Two-Step
A dance step done in 2/4 time forward left consists of: step left (1), close right (and) step left (2) Note: This is a polka without the hop.

Upper Trunk

The portion of the trunk from the rib cage up.

Varsity

A selection of the most highly skilled players to represent the school in inter-school games.

Volley

Keeping a volleyball in the air through successive hits with the hands.

Volleyball Game

A team game with a net separating the teams. It is played with a light rubber ball which is hit with the hands back and forth over the net in accordance with printed rules

Walking

A natural locomotor movement in which the legs alternate in moving. It is best done in 4/4 march time. Each step takes one count.

Waltz Step

A dance step done in 3/4 time. A waltz step left consists of: step (1) step right (2) close left (3).

Whiffle Ball

A plastic softball.

Wring the Dishrag

Partners face each other with hands joined. As one pupil turns left and the other turns right, one complete turn, the arms follow the course of the movement.